



BRENNEN ELEMENTARY

4438 Devereaux Rd.

Columbia, South Carolina

Grades	PK-5 Elementary School	
Enrollment	773 Students	
Principal	Marian Crum-Mack, Ph.D.	803-738-7204
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Dwayne Smiling	803-231-7556

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Excellent
2010	Excellent	Excellent
2009	Excellent	Good
2008	Good	Below Average
2007	Good	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

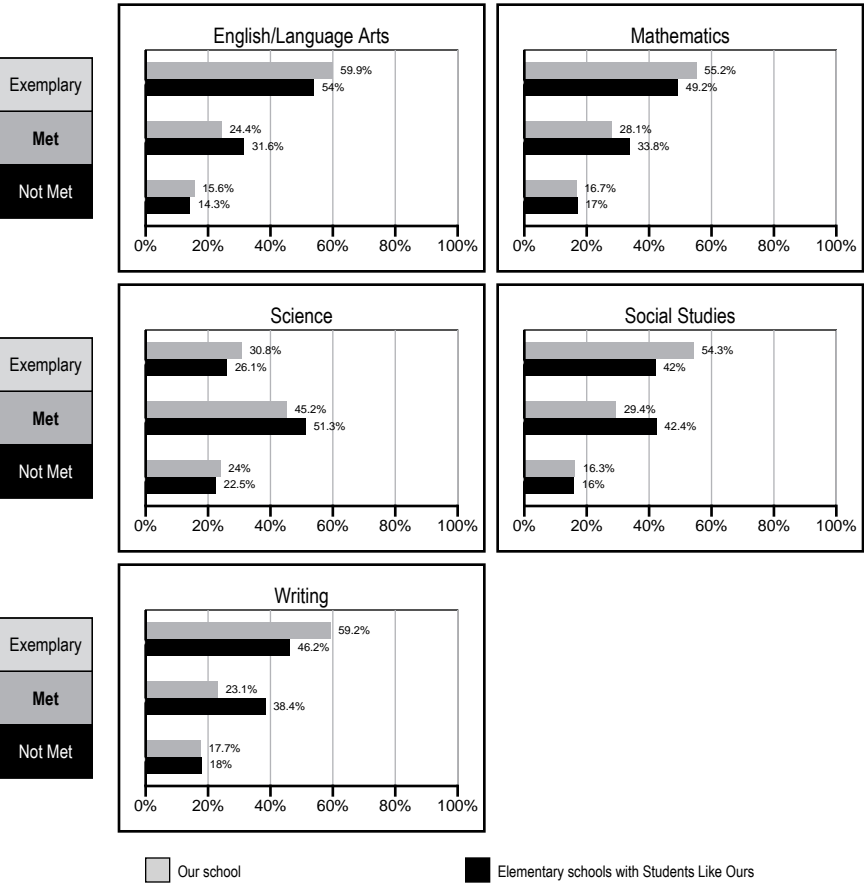
94.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
29	14	1	2	0

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=773)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 1.4%	0.8%	1.1%
Attendance rate	96.4%	Up from 96.1%	96.6%	96.2%
Served by gifted and talented program	33.8%	Up from 32.2%	21.8%	13.4%
With disabilities other than speech	4.5%	Down from 10.7%	4.6%	4.1%
Older than usual for grade	0.4%	Down from 0.6%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=52)				
Teachers with advanced degrees	73.1%	Up from 68.5%	63.4%	62.5%
Continuing contract teachers	82.7%	Up from 72.2%	89.5%	88.2%
Teachers returning from previous year	87.0%	Up from 83.8%	87.9%	87.8%
Teacher attendance rate	93.9%	Down from 94.1%	95.4%	95.2%
Average teacher salary*	\$53,622	Up 0.5%	\$48,243	\$46,773
Professional development days/teacher	12.7 days	Up from 11.7 days	9.8 days	10.5 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	20.5 to 1	Down from 21.1 to 1	20.9 to 1	19.9 to 1
Prime instructional time	89.0%	Down from 89.1%	91.3%	90.4%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$7,087	Down 8.2%	\$7,112	\$7,447
Percent of expenditures for instruction**	80.4%	Down from 81.6%	68.8%	68.4%
Percent of expenditures for teacher salaries**	77.8%	Down from 78.8%	67.6%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

Brennen Elementary School is a flagship institution for elementary education throughout South Carolina, as exemplified by our Palmetto's Finest Finalist status for 2011. The school is situated in a residential section of Columbia and serves approximately 775 students in grades K through 5. Brennen's greatest strengths come from its strong student achievement, excellent parent and community support, comprehensive social action projects, and continuous professional development.

We are proud of the student achievement and numerous school honors that have come to us at Brennen in recent years. We have maintained a rating of Excellent or Good on the SC School Report Card. Also, for 8 of the 10 years, we have maintained Palmetto Gold or Silver Award status. For years, we have continued our status as a Red Carpet School. Numerous 5th graders won honors in the junior division at the USC Region II Science and Engineering Fair. We utilize the latest technology, such as interactive white boards and a wireless mobile computer lab, to maximize our students' achievement. Our students participate in art, music, PE, Spanish and drama classes. First through fifth graders perform in full-length plays.

Our parent and community support is quite impressive. The PTO sponsored its 8th fund-raising auction, raising \$48,000 during that one evening and attracting approximately 300 attendees (PTO raised almost \$92,000 over the entire school year). Among the PTO activities that regularly bring in hundreds of attendees are Harvest Happening, Spring Supper, Back-to-School Bash, Walk Your Child to School Day, and Grandparents' Day. Our SIC is quite active, too. In 2011, we were statewide finalists for the SC-SIC Dick and Tunky Riley School Improvement Award. The members broadened school-to-family communication, created the student directory, and assisted teachers with many classroom activities and needs. Our neighborhood Kilbourne Park Baptist Church members serve as our Faith-Based Partners and allow us to have our 5th Grade Promotion Ceremony in their gym. USC's Foreign Language Department students have continued to provide German instruction to interested students in one of our after-school programs.

Our Social Action Projects included Pennies for Patients (\$1,020 for the Leukemia Society), Jump Rope for Heart (\$6,279 for the American Heart Association), Harvest Hope Food Drive (1,017 pounds), Walk for Life (\$1,600 for the American Cancer Society), Heifer International (\$300), Greyhound Lifesavers (\$765), Make a Wish Foundation (\$568), and Brennen families helping others (\$2,375).

In much the same way, we have continued our emphasis on professional development. We have continued Stages One and Two of HET (Highly Effective Teaching) and provided multiple-year coaching for our faculty and staff. Stage One focuses on the physical and emotional environment of the school. Stage Two addresses curriculum and instruction issues. In addition, our teams of teachers have worked to become true Professional Learning Communities.

All of us associated with Brennen Elementary School are proud of our 61-year history of academic excellence and have pride in the outstanding elementary school experience that we provide for our students.

Dr. Marian Crum-Mack, Principal

Penny Thomas, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	54	129	101
Percent satisfied with learning environment	85.2%	94.5%	92.7%
Percent satisfied with social and physical environment	94.4%	93.0%	93.9%
Percent satisfied with school-home relations	96.3%	92.2%	86.7%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.9%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.1%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.4%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	403	100	15.8	23.8	60.4	90.4	78.3	82.4	Yes	Yes
Gender										
Male	217	100	18.8	24.6	56.5	87.4	74.3	78.7	N/A	N/A
Female	186	100	12.3	22.9	64.8	93.9	82.3	86.2	N/A	N/A
Racial/Ethnic Group										
White	221	100	6.4	13.3	80.3	95.4	92.8	88.9	Yes	Yes
African American	136	100	27.4	41.1	31.5	83.1	74.2	72.9	Yes	Yes
Asian/Pacific Islander	15	100	21.4	14.3	64.3	92.9	89.4	93	I/S	I/S
Hispanic	28	100	37	37	25.9	81.5	83.9	79.3	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	86.4	83	I/S	I/S
Disability Status										
Disabled	53	100	46	30	24	60	45.7	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	44.8	31	24.1	75.9	79.5	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	163	100	32.4	37.2	30.4	81.8	73.5	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	403	100	16.6	28.8	54.7	88.6	75.1	81.9	Yes	Yes
Gender										
Male	217	100	18.8	30	51.2	88.4	73.5	79.9	N/A	N/A
Female	186	100	14	27.4	58.7	88.8	76.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	221	100	9.6	16.5	73.9	94	92.1	88.9	Yes	Yes
African American	136	100	30.6	45.2	24.2	75.8	70.3	71.4	Yes	Yes
Asian/Pacific Islander	15	100	7.1	21.4	71.4	100	93.3	94.6	I/S	I/S
Hispanic	28	100	11.1	59.3	29.6	96.3	82.1	81.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	81.8	84.4	I/S	I/S
Disability Status										
Disabled	53	100	48	28	24	60	40.4	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	30	100	10.3	58.6	31	100	84	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	163	100	30.4	41.2	28.4	77.7	69.8	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
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Science

All Students	266	100	23.5	44.3	32.2	76.5	58.7	68.6
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Gender

Male	138	100	26.7	42	31.3	73.3	58.2	68.3
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Female	128	100	20.2	46.8	33.1	79.8	59.2	68.9
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Racial/Ethnic Group

White	143	100	8.6	45.7	45.7	91.4	87.8	80.7
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African American	90	100	44	42.9	13.1	56	51	51.4
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Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	70.1	85.3
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Hispanic	22	100	42.9	42.9	14.3	57.1	63.2	61.6
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American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	75	70.8
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Disability Status

Disabled	26	100	44	28	28	56	29.7	35.7
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
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English Proficiency

Limited English Proficient	26	100	48	36	16	52	54.3	60.7
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Socio-Economic Status

Subsidized meals	109	100	41	47	12	59	50.1	57.3
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Social Studies

All Students	262	100	16.8	30	53.2	83.2	64.7	72.5
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Gender

Male	140	100	19.5	27.1	53.4	80.5	63.6	72
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Female	122	100	13.7	33.3	53	86.3	65.8	73.1
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Racial/Ethnic Group

White	144	100	6.9	22.2	70.8	93.1	88.4	81
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African American	88	100	35.1	41.6	23.4	64.9	58.3	60
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Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	73.3	89
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Hispanic	18	100	29.4	41.2	29.4	70.6	71	69.6
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American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	73.7	73.5
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Disability Status

Disabled	36	100	51.5	30.3	18.2	48.5	33.1	40.5
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Migrant Status

Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
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English Proficiency

Limited English Proficient	17	100	25	56.3	18.8	75	65.7	69.7
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Socio-Economic Status

Subsidized meals	106	100	38.3	42.6	19.1	61.7	56.8	62.9
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Abbreviations for Missing Data

N/A—Not Applicable N/AV—Not Available N/C—Not Collected N/R—Not Reported I/S—Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	137	97.1	17.1	23.3	59.7	82.9	66.5	73.2	96.4	96.1
Gender										
Male	77	94.8	16.7	23.6	59.7	83.3	62	67.2	96.4	95.9
Female	60	100	17.5	22.8	59.6	82.5	71.2	79.4	96.5	96.3
Racial/Ethnic Group										
White	71	98.6	10.1	11.6	78.3	89.9	87.8	81.5	96.5	96.2
African American	50	94	29.5	38.6	31.8	70.5	60.7	61.3	96.4	96.1
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	83.3	87	97.1	96.5
Hispanic	11	100	18.2	36.4	45.5	81.8	74.8	66.7	96.1	95.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2	95.3	94.5
Disability Status										
Disabled	22	81.8	N/AV	N/AV	N/AV	29.4	23.7	26	95.7	95.1
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	10	I/S	I/S	I/S	I/S	I/S	66.2	65.7	95.7	95.9
Socio-Economic Status										
Subsidized meals	57	94.7	32	34	34	68	59.1	63.2	96.1	95.9

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	127	99.2	13.3	19.2	67.5	86.7
	4	125	99.2	11.6	34.7	53.7	88.4
	5	140	99.3	11.1	27.4	61.5	88.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	141	100	17.9	14.9	67.2	82.1
	4	126	100	12.5	25.8	61.7	87.5
	5	136	100	16.7	31.1	52.3	83.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	127	100	20.8	21.7	57.5	79.2
	4	125	100	9.9	34.7	55.4	90.1
	5	140	100	18.4	35.3	46.3	81.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	141	100	25.4	19.4	55.2	74.6
	4	126	100	8.3	28.3	63.3	91.7
	5	136	100	15.2	38.6	46.2	84.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	61	100	24.1	29.3	46.6	75.9
	4	125	100	15.6	52.5	32	84.4
	5	70	98.6	15.2	39.4	45.5	84.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	72	100	30.9	33.8	35.3	69.1
	4	125	100	17.6	52.9	29.4	82.4
	5	69	100	26.5	39.7	33.8	73.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	67	98.5	16.1	43.5	40.3	83.9
	4	125	100	10.7	42.6	46.7	89.3
	5	70	100	21.7	49.3	29	78.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	69	100	18.2	28.8	53	81.8
	4	126	100	10.8	30.8	58.3	89.2
	5	67	100	26.6	29.7	43.8	73.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	125	97.6	17.1	26.5	56.4	82.9
	4	126	97.6	19.5	26.3	54.2	80.5
	5	141	97.9	14.9	25.4	59.7	85.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	137	97.1	17.1	23.3	59.7	82.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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